



# **GCE MARKING SCHEME**

## **ENGLISH LANGUAGE AS/Advanced**

**JANUARY 2014**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the January 2014 examination in GCE ENGLISH LANGUAGE. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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## LG1 January 2014

### Unit-specific Guidance

In this unit candidates are required to answer two sections. Section A is to be marked out of **40 marks**, and Section B out of **20 marks**, making a maximum possible total of **60 marks** for this unit.

#### Relevant assessment objectives

There are three assessment objectives that apply to both sections of this paper.

**AO1:** Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.

**AO2:** Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge and linguistic approaches.

**AO3:** Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.

**AO1 accounts for half** the assessment in both Section A and Section B, but the weighting of the other two AOs varies, and is explained below in the relevant section.

<b>SECTION A: THE LANGUAGE OF TEXTS</b>
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The ratio of the three AOs for Section A in terms of weightings is:

**AO1: 4;**      **AO2: 1;**      **AO3: 3.**  
(20 marks)    (5 marks)      (15 marks)

It can thus be seen that AO1 accounts for half the assessment in this section, while AO3 has three times the weighting of AO2.

This section will be marked out of **40** marks.

#### Reminder

In making judgements, look carefully at the Notes and Overview which follow, and the Assessment Grid which appears at the end of this Section.

## SECTION A: HEALTHCARE CHOICES

### General points

Candidates are asked to analyse two texts related to healthcare choices. The major focus is on the use of language, especially how language is used to give advice and information. It is important not to over-mark answers that do not have a linguistic focus, and which do not fulfil the objectives above.

There is no shortage of features to write about, and the Notes which follow are by no means exhaustive. Candidates are not expected to make all these points in the time available, but the best answers will cover a wide range. **They should not indulge in mere feature spotting**, and it is important to look for a sound organisation of the answers and of the linguistic points within them. It is also important to have an open mind in marking the answers and to be prepared to accept other points, provided that they can be supported from the text(s).

### Notes

There are separate notes for each text, indicating **possible points** that candidates might make. Clearly there is some overlap and repetition of features, but the notes have been set out in this way as most candidates will consider each text in turn. Some answers, however, may well be organised under headings. **There should be some attempt to look at some similarities and differences.** Judge each answer on its merits.

These notes are by no means exhaustive, and often only a few examples are given of a feature, when there are many more in the text. Candidates are expected to consider the effect of these features, not just to note them. **Accept any other points that are relevant and clearly illustrated.**

## TEXT A: *Flu Fighters*

### Overview

Text A is an information leaflet provided by the organisation Flu Fighters who provide vaccinations for working adults at the request of their employers. The leaflet seeks to convey the harm that flu can do and the ease with which it can be transmitted. The vaccination is presented as safe and convenient by Flu Fighters, who appear open and honest about its limitations. The company aims to present itself as concerned for their customers' welfare.

**Imperative mood** used as a heading: *JOIN THE FLU FIGHTERS, STAY FLU FREE AT WORK & HOME*

**Present tense:** *Having the flu jab only takes a couple of minutes... we provide a 24 hour medical helpline etc.*

**Complements:** *Flu is highly contagious; it's hard to avoid; It's free*

**Tripling:** *sneezing, coughing and from touching contaminated surfaces*

**Superlative adjectives:** *the best defence; most likely; The best time*

**Possessive determiners:** *your family; your work and home life*

**Interrogative sentences:** *How does the vaccine work?*

**Hypophora:** *How does the vaccine work? The vaccine contains flu virus protein*

**Prestigious proper noun:** *World Health Organisation*

**Modal verbs:** *the vaccine will also protect against Swine Flu; the illness can be more serious*

**First person plural narrative voice:** *we provide a 24 hour medical helpline; vaccine that we use*

**Syndetic lists of nouns:** *headache, high fever, chills, sore throat, aching joints and a dry cough; the nose, throat and lungs*

**Adverbs of degree:** *Absolutely not; extremely uncommon*

**Hedging adjectives:** *slight soreness; a slight temperature*

**Second person narrative voice:** *You shouldn't be vaccinated if you: have a serious allergy to hens' eggs*

**Noun phrases of time:** *a couple of minutes; a couple of seconds*

**Alliteration:** *Flu Fighters; flu free*

**Technical lexis from the semantic field of medicine:** *immune system, antibodies, H1N1 (Although 'flu' not 'influenza')*

**General pronoun:** *Anyone can catch the flu*

**Minor sentences:** *A few; No; Yes*

**Passive voice:** *may be experienced; The injection is given*

**Adverbials:** *to your workplace; for your peace of mind*

**Infinitive clauses:** *to administer the vaccinations; to protect you and your family*

**Abstract nouns:** *the best defence; your home and work life; the illness; Protection etc.*

**Subordinate conditional clauses:** *(You shouldn't be vaccinated) if you: have a serious allergy to hens' eggs; have had a serious allergic reaction to a previous flu vaccine, latex or some constituents of the vaccine*

**Pronoun** shift from third to second: *Anyone can catch the flu no matter how fit and healthy you are*

## TEXT B: 5 A DAY

### Overview

Text B is from the NHS website and intends to promote the **5 A DAY** campaign encouraging readers to eat fruit and vegetables. It presents fruit and vegetables as appealing and highly beneficial, and aims to convey the number of health problems that they can help to prevent. It also intends to present eating the recommended amount of fruit and vegetables as simple and as an improvement to commonly eaten meals.

**Minor sentence in the interrogative mood:** used as a heading, **Why 5 A DAY?**

**Complements:** *Fruit and vegetables are part of a balanced diet; They're a good source of vitamins and minerals*

**Adverb of degree:** *it's so important; It only takes a couple of minutes*

**First person plural pronouns:** *help us stay healthy; we get enough of them*

**Present tense:** **5 A DAY** highlights the health benefits; Fruit and vegetables taste delicious

**Syndetic listing:** *folate, vitamin C and potassium; heart disease, stroke and some cancers*

Highly prestigious **proper noun phrase**, *the World Health Organization*

**Modal verbs:** can help us stay healthy; can also reduce your risk of bowel cancer; ...should include a variety

**Parenthetical voice:** *(provided you don't fry them or roast them in lots of oil)*

**Semantic field of disease:** *heart disease, stroke, type 2 diabetes and obesity*

**Repeated adjective:** *a healthy and balanced diet; a healthy weight and keep your heart healthy*

**Infinitive clauses:** *to lower the risk of serious health problems; To get the most benefit*

**Subordinating conjunction:** because different fruits and vegetables contain different combinations of fibre, vitamins, minerals and other nutrients; because they mainly contribute starch to the diet.

**Second person possessive determiners:** your **5 A DAY**; your everyday eating habits

**Imperative mood:** *add fruit to cereal, porridge or lower-fat yoghurt; Try a handful of berries*

**Highly connotative phrasal verb:** *liven up*

**Informal lexical choices:** *fruit and veg; Add some crunch*

**Appealing adjectives:** *Getting your **5 A DAY** is easy; even tastier; broccoli florets are delicious*

**Noun phrase of time:** *a couple of minutes*

**Co-ordinating conjunctions:** *Add mushrooms or tomatoes; Add tomatoes to your omelette or mushrooms to your next stir-fry.*

**Adverbials:** *on top of a thin-based pizza, into mashed potato*

**Superlative:** *the most benefit*

## AS ENGLISH LANGUAGE LG1 Section A Assessment Grid

Band	Marks	<b>AO1</b> <b>Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.</b>  <b>Weighting: 20 marks</b>	<b>AO2</b> <b>Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.</b>  <b>Weighting: 5 marks</b>	<b>AO3</b> <b>Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.</b>  <b>Weighting: 15 marks</b>
1	0-10	Attempts to communicate some limited knowledge with limited use of terminology, which is often misunderstood. Written expression has frequent lapses of clarity and accuracy, more apparent at the bottom of the band. Weak structure and organisation.	Limited understanding of concepts and issues, but attempts to analyse and discuss may be confused and lacking in clarity, particularly towards the bottom of the band. Some limited knowledge of linguistic approaches, with some attempt to offer support at the top of the band.	Shows limited awareness of contextual factors, with limited ability to evaluate language in use. Some limited understanding and knowledge of key constituents of language, more limited towards the bottom of the band.
2	11-20	Basic knowledge, becoming more adequate towards the top of the band but often sketchy at the bottom. An ability to use some linguistic terms, though often inaccurately especially at the bottom of the band. Adequate expression, but with some inaccuracy and inconsistency. Sense of structure and organisation towards the top of the band.	Shows a basic understanding of concepts and issues, but may be inconsistent, especially towards the bottom of the band. Simple discussion and explanation offered in places, with varying degrees of support. Identifies some features of linguistic variation, but knowledge of linguistic approaches more secure towards the top of the band.	Attempting to analyse and evaluate contextual factors, but inconsistent, particularly towards the bottom of the band. Reasonable attempt at evaluating language in use towards the top of the band. Tendency to generalise and merely observe, more marked towards the bottom. Shows some knowledge of the key constituents of language.
3	21-30	Mostly sound knowledge and use of terminology, becoming secure and competent at top of band. Sound expression, generally clear and accurate, becoming well controlled at top of band. An increasingly shaped and organised response.	A sound critical understanding of concepts and issues, and increasingly sound analysis towards the top of the band. Sensible discussion and support offered in places, less evident towards the bottom of the band. Competent exploration of linguistic features. Sound knowledge of linguistic approaches.	Shows a sound awareness of, and increasing ability to analyse, the influence of contextual factors. Able to describe features and to interpret and evaluate competently language in use. Shows overview of texts, more effectively towards the top of the band. Increasingly competent range of linguistic knowledge.
4	31-40	Thorough and assured knowledge, applied with confidence. Accurate and frequent use of terminology. An assured command of coherent and accurate expression. Well- structured response.	A high level of critical understanding of concepts and issues, and an ability to explore them at a high level of interest. Confident knowledge of linguistic approaches, with particularly strong support at the top of the band.	Able to analyse and evaluate contextual factors at a high level, with clear overview and interpretation of language in use becoming sophisticated at the top of the band. Concise, apt illustration. Confident demonstration of knowledge of key constituents of language.

<b>SECTION B: LANGUAGE FOCUS</b> <b>OLYMPIC OPENING CEREMONY REVIEW</b>
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The ratio of the three AOs for Section B in terms of weighting is:

<b>AO1: 2</b> (10 marks)	<b>AO2: 1</b> (5 Marks)	<b>AO3: 1</b> (5 marks)
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It can thus be seen that AO1 accounts for half the assessment in this section, while AO2 and AO3 have equal weightings.

This section will be marked out of **20** marks.

**Reminder:**

In making judgements, look carefully at the Notes and Overview which follow, and the Assessment Grid which appears at the end of this Section

**General Points**

Section B differs from A in that there is a **more clearly defined focus**, in this case on **the writer's attitudes to the opening ceremonies and also his opinions of the spectacle and impressions of the host nations**. Candidates are expected to concentrate on the analysis of the linguistic features of the text that are relevant to the defined focus. It is important not to over-mark answers that do not have a linguistic focus, and which do not fulfil the objectives above.

There are plenty of features to analyse, and the Notes are by no means exhaustive. The best answers will cover a wide range of points, but will still be selective of features. They should not indulge in mere feature spotting, and it is important to look for a sound organisation of the answers and of the linguistic points within them. It is also important to have an open mind in marking the answers and to be prepared to accept other points, provided that they can be supported from the text(s). There could be a variety of views expressed about the attitudes that are conveyed; be tolerant of differing interpretations, provided that they are based on the use of language, and can be supported from the text.



## Notes

Candidates are required to consider how the two ceremonies are conveyed by language which demonstrates in particular the writer's attitudes, not just to note the features. Some consideration should also be given to the writer's impressions of the host nations. Look for intelligent and interesting discussion, but be tolerant, and credit any valid points that emerge from their analysis of the actual language.

The notes below indicate **possible points** that candidates might make. **Do not use this as a check list**, however, as in the time available candidates will have to select what they see as the most significant features, and cannot possibly cover all the features identified here. Often only a few examples are given of a feature, when there are many more in the text. **Accept any other points that are relevant and clearly illustrated.**

**Minor sentence:** *Brilliant*

**Repeated adverb:** *very, very well done*

**Passive voice:** *It was very very well done*

**Fronted subordinate clause:** *Because Great Britain has self-confidence*

**Abstract nouns:** *global appeal, self-confidence, confidence and joy*

**First person narrative voice:** *What I liked most; I never saw an event before*

**Fronted co-ordinating conjunction:** *But for China that was the only imaginable kind*

**Repeated participle verb:** *trying to throw a party for the world; it was trying to create an image (?)*

**Present tense:** *they are proud of themselves and respect where they come from*

**Adverbials:** *from the industrial revolution to now; from the queen to a nurse*

**Patterning:** *about events and stories and literature and music; about folktales and movies*

**Manner adverbs:** *epically and poetically*

**Relative clause:** *(there were ordinary people) who contribute to society*

**Modal verbs:** *it should be for everyone; they can all have their moment*

**Adverbs of degree:** *so much humour; so much less information*

**Negated copular verbs:** *It wasn't a natural reflection of China; it wasn't even real*

**Second person pronouns:** *You can't trust or rely on individuals; You could not push into a person's face*

**Flattering adjective:** *very grand, Brilliant, superb,*

**Possessive determiners:** *their passion, their hope, their struggle*

**Repeated preposition:** *about Great Britain, about the land, about: children*

Weiwei is highly flattering about the opening ceremony of the London Olympic Games and asserts that it captured the essence of Britain effectively. He praises its focus on the small-scale and on the individual, and contrasts this with the impersonal grandeur of the Beijing ceremony. He comments on the impressive range of the ceremony and on the evident pride it revealed in Britain. He also praises its authenticity and emotion, and contrasts this with the affectedness of China's ceremony.

## AS ENGLISH LANGUAGE LG1 Section B Assessment Grid

Band	Marks	<b>AO1</b> <b>Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.</b>  <b>Weighting: 10 marks</b>	<b>AO2</b> <b>Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.</b>  <b>Weighting: 5 marks</b>	<b>AO3</b> <b>Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.</b>  <b>Weighting: 5 marks</b>
1	0-5	Attempts to communicate some limited knowledge with limited use of terminology, which is often misunderstood. Written expression has frequent lapses of clarity and accuracy, more apparent at the bottom of the band. Weak structure and organisation.	Limited understanding of concepts and issues, but attempts to analyse and discuss may be confused and lacking in clarity, particularly towards the bottom of the band. Some limited knowledge of linguistic approaches with some attempt to offer support at the top of the band.	Shows limited awareness of contextual factors, with limited ability to evaluate language in use. Some limited understanding and knowledge of key constituents of language, more limited towards the bottom of the band.
2	6-10	Basic knowledge, becoming more adequate towards the top of the band but often sketchy at the bottom. An ability to use some linguistic terms, though often inaccurately especially at the bottom of the band. Adequate expression, but with some inaccuracy and inconsistency. Sense of structure and organisation towards the top of the band.	Shows a basic understanding of concepts and issues, but may be inconsistent, especially towards the bottom of the band. Simple discussion and explanation offered in places, with varying degrees of support. Identifies some features of linguistic variation, but knowledge of linguistic approaches more secure towards the top of the band.	Attempting to analyse and evaluate contextual factors, but inconsistent, particularly towards the bottom of the band. Reasonable attempt at evaluating language in use towards the top of the band. Tendency to generalise and merely observe, more marked towards the bottom. Shows some knowledge of the key constituents of language.
3	11-15	Mostly sound knowledge and use of terminology, becoming secure and competent at top of band. Sound expression, generally clear and accurate, becoming well controlled at top of band. An increasingly shaped and organised response.	A sound critical understanding of concepts and issues, and increasingly sound analysis towards the top of the band. Sensible discussion and support offered in places, less evident towards the bottom of the band. Competent exploration of linguistic features. Sound knowledge of linguistic approaches.	Shows a sound awareness of, and increasing ability to analyse, the influence of contextual factors. Able to describe features and to interpret and evaluate competently language in use. Shows overview of texts, more effectively towards the top of the band. Increasingly competent range of linguistic knowledge.
4	16-20	Thorough and assured knowledge, applied with confidence. Accurate and frequent use of terminology. An assured command of coherent and accurate expression. Well-structured response.	A high level of critical understanding of concepts and issues, and an ability to explore them at a high level of interest. Confident knowledge of linguistic approaches, with particularly strong support at the top of the band.	Able to analyse and evaluate contextual factors at a high level, with clear overview and interpretation of language in use becoming sophisticated at the top of the band. Concise, apt illustration. Confident demonstration of knowledge of key constituents of language.

## LG4 - January 2014

### Unit-specific Guidance

In this unit candidates are required to answer two sections. Both Section A and Section B are to be marked out of **40 marks** making a maximum possible total of **80 marks** for this unit.

#### Relevant assessment objectives

There are three assessment objectives that apply to both sections of this paper, with the same weightings for each section.

- AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
- AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
- AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language

**AO1 accounts for half** the assessment in both Section A and Section B, while the other two objectives are equally weighted.

## SECTION A: ANALYSIS OF SPOKEN LANGUAGE

### RADIO NEWS

The ratio of the objectives in terms of weightings is:

**AO1: 2**  
(20 marks)

**AO2: 1**  
(10 marks)

**AO3: 1**  
(10 marks)

In making judgements, look carefully at the separate sheet with the marking grid, and at the Notes which follow.

NB: A reminder: AO1 has a double weighting in the assessment of this section. Section A will be marked out of 40 marks.

#### Notes:

##### Aspects of particular significance or interest for discussion:

Tenor (levels of formality and informality; terms of address)

Subject matter

Level of fluency – in particular, the non-fluency features of Text B

The function of timed pauses (sound effects; response to technical problems)

The absence of micropauses functioning as 'sentence' markers in places

The use of emphatic stress (frequency; word class)

Interaction and back-channel monitoring features (notable in Text B, but absent in text A)

Turn-taking (unusually smooth in Text A because of editing; interruptions in text B as a result of technical problems)

Linguistic differences between professional, expert and members of the public

Use of lexis typical of the genre: proper nouns, abstract nouns, adverbs, enumerators, subject specific

Grammatical structures: how close to the written or spoken mode

Level of complexity of the syntax

Verb phrases (tense, voice)

Colloquial features (members of the public in Text A)

Ellipsis and elision

Examples of patterning

Ø is used in the examples quoted from the texts where there is an omission e.g. a zero-marked noun clause (*they said Ø he was better* – omitted relative pronoun 'that') or an omitted verb (*loads of them Ø delivered yesterday* – omitted primary verb 'be')

## Text A: *Newsbeat*

**Overview:** The opening headlines establish the day's top news stories, using excerpts which will re-appear in longer reports later in the programme. The format is tightly structured with a presenter reading from a script and reporters introducing specific topics: the political reporter discusses the recession; the entertainment reporter looks at the wider social effects of the Olympics. Aimed at a young demographic, the 15-minute programme adopts a variety of linguistic devices to engage the audience: a wide range of contributors (and thus linguistic styles); sound effects; frequent use of emphatic stress; mostly short turns; the creation of links between general issues and named individuals. Turn-taking is artificially controlled by the editing process. The grammatical structure is notable for its complexity and there are only limited examples of normal non-fluency and informal non-standard language.

### **Features of interest that could be analysed and discussed:**

**Terms of address:** *Sinead Garvan, Ben Mundy* (full name - formal for reporters); *our politics reporter Dave Howard* (professional epithet); *Jada, Aminah* (first name - informal for contributors)

**Field specific lexis:** financial (*double-dip recession, business, bank balance*); sport (*Olympics, Games' event, women's football team*); social (*unemployment, regeneration, new homes, improved roads, more schools*)

**Abstract nouns:** *recession, promise, experience, unemployment, regeneration*

**Initialism:** *LOCOG* (speaker seems unfamiliar with organisation)

**Adjectives:** *special, bright pink glossy, very run-down* (emotive); *longest, highest* (superlative); *better* (comparative)

**Enumerators:** *fifty* (time); *sixteen, twenty-four, nineteen* (age); *fifteen billion* (money); *sixty-two thousand, sixty-thousand, one thousand something* (quantity); *first* (ordinal)

**Adverbs:** *especially, basically* (comment); *here l.14, there l.25, right, left* (place); *nearly* (degree); *constantly, still, now* (time); *well l.34* (linking)

**First person plural pronouns:** (*we* – to refer to news team; young people of Newham)

**First person plural determiners:** (*our political report*)

**Second person pronouns:** *you* (general references e.g. to business owners or the residents of Newham)

**Third person plural pronouns:** *they* (non-specific e.g. potential employers at LOCOG)

**Noun phrases:** (head word is emboldened for clarity) often long with a range of modification e.g. *reasons for the longest double-dip recession for more than fifty years, a garage owner looking to grow his business, Great Britain's women's football team, bright pink glossy signs on the walls of the station*

**Predicative adjective phrases:** *very run-down, better, unemployed, still hopeful*

**Verb phrases:** *take on, is, has, need* (present); *'re ... looking, 're turning* (progressive for on-going actions); *'ve lived, has changed* (perfective for actions in past with on-going relevance)

**Modal:** *will be* (future time); *can't get* (ability); *wouldn't clean* (obligation)

**Passive:** *are being given* (reasons foregrounded - more important than government body providing the report); *has been kept, has been invested, were promised, have been promised* ('promises'/investment foregrounded)

**Deixis:** *there* l.25, *this* l.28 (spatial); *now* (temporal); *this* l.16 (self-reference)

**Sentence structure:** wide-ranging with a number of marked themes (*as the first Games' event ...*, *on the surface ...*) and a high level of subordination e.g. adverbial clauses (*if ...*, *as ...*, *coz ...*); noun clause for reported speech ( $\emptyset$  *it has the highest level ...*); relative (which is what 'm basically doing ); non-finite (*looking to grow*) – complexity typical of 'scripted' spoken language

**Incomplete structures:** *if you're constantly looking ...* (editing); *the London borough around the Olympic Park (. ) Newham*

**Patterning:** parallel phrases (noun phrases: *bad weather and bank holidays*; *the highest level of unemployment ... and more young people ...*; adverb phrases: *right ... left ...*); parallel clauses (adverbial: *if you're constantly looking ... and you're constantly trying*; *people are coming ... people wasn't coming ...*); tripling (*sixty thousand new homes improved roads and more schools*)

**Listing:** *traffic marshalling stewards leaflet-handing out* (asyndetic)

**Emphatic stress:** proper nouns (*Mundy, Newham*); abstract nouns (*recession, business*); concrete nouns (*signs, house*); modifiers (*bad, longest double-dip, garage, young*); predicative adjectives (*run-down, better*); adverbs (*right, too, still*)

**Pauses:** most have a grammatical function e.g. marking the end of a grammatical structure (ll.2, 32) or dividing elements in a list (l.38); some mark hesitation in the speech of the members of the public (ll.5, 13, 30, 42-3); also notable in places is the absence of micropauses at the end of grammatical structures (*... special report on this // our politics reporter ...*; *... promised too // the Council say ...*)

**Smooth latching:** *in Warrington/with a garage owner* (editing)

**Adjacency pair:** *what type of jobs ... traffic marshalling ...*

**Elision:** *we've, an', haven't, coz, doin'*

**Ellipsis:**  $\emptyset$  *like you were in your house ...*;  $\emptyset$  *traffic marshalling stewards leaflet handing out*

**Normal non-fluency** (few examples): *like* l.14 (fillers); *it's as ...* l.15 (false start); see (unintentional repetition)

**Colloquial pronunciation:** *coz, gonna*

**Colloquial usage:** *like you were in your house* (*like* as informal conjunction cf. 'as if') , *man, well* (l.34 used informally to mark a response that undermines or negates the expected reaction), *for free, though* (linking adverb in end position), *some guy*

**Non-standard features:** *da* (variant non-standard pronunciation of 'the'), *people wasn't coming* (non-agreement)

## Text B: *Today*

**Overview:** The structure of the opening is formulaic: a summary of some of the topics to follow and the names of the presenters. The topics are more formal than the Radio 1 news (e.g. a proposed civil service strike, subsidies for wind generation) and the approach less personal. In a three hour programme, topics can be more fully developed than in the shorter *Newsbeat* and the 'expert' here is given the opportunity to dominate the turn-taking. The looser structures associated with spoken language are particularly evident where technical problems require the presenters to respond spontaneously, and in the contributor's turn where the repeated use of co-ordinating conjunctions is typical of extended speech. Despite the formal context, the interaction becomes more reminiscent of informal conversation with overlapping turns, humour, back-channel affirmation and normal non-fluency features.

### Features of interest that could be analysed and discussed:

**Terms of address:** *James Naughtie, Justin Webb*, (full name for presenters); *Climate Change Secretary Ed Davey, Mark Downs ... Chief Executive* (full name + title for 'experts')

**Field specific lexis:** political (*strike, civil service union; subsidy, wind generation, Climate Change Secretary*); natural history (*Flying Ant Day, Society of Biology, survey, mating, flight*)

**Abstract nouns:** *subsidy, generation, phenomena*

**Proper nouns:** dates (*Wednesday, July, August*); people; titles; programme name (*Today*); organisation (*Society of Biology*); events (*Flying Ant Day*)

**Adjectives:** *huge, fascinating* (emotive);

**Enumerators:** cardinal: *seven, seventeen* (time)

**Adverbs:** *faintly* (manner); *actually* (comment); *really* (degree); *then* (time); *well* (l.35 informal linking adverb, discourse marker)

**First person pronouns:** *we* (presenters l.1; Society of Biology l.32); *I* (JW during interview)

**Second person pronouns:** *you* (direct address audience l.5; contributor l.19)

**Noun phrases** (head word is emboldened for clarity): simple: *the line, people*; pre-modification: *Flying Ant **Day**, the black garden **ant***, post modification: *the **strike** that is due to begin at midnight* (post-modifying relative clause), *the **subsidy** for wind generation* (post-modifying prepositional phrase); *a **survey** to try and find out a little bit more about that* (post-modifying non-finite clauses)

**Predicative adjective phrases:** *really **important** that they have a flight at the same time* (post-modifying noun clause), *fascinating, really **awful***

**Verb phrases:** *is, 's, wants* (present for statement of fact); *'re listening, were telling* (progressive for on-going actions); *have seen* (perfective for actions in the past with on-going relevance)

**Modal verb phrases:** *'ll be talking about, will be* (future); *can hear, can mate* (ability)

**Passive verb phrases:**  $\emptyset$  *expected, being reported*

**Deixis:** *this morning, today* (temporal); *it* l.15 (day)

**Sentence structure:** semi-scripted sentences are tightly structured and often simple (*it's Flying Ant Day*) or complex but not long (*we'll be talking about the strike that is due ...*); the unscripted utterance by the contributor, on the other hand, is long and loosely structured (e.g. the long compound-complex sentence *it's really important ... being reported*, which contains seven main and nine subordinate clauses); minor sentences are typical of the genre (*James Naughtie and Justin Webb, seventeen minutes past seven, why* l.16)

**Incomplete structures:** *j. just uh I can ...; which I think oh yes that's better; I {laughs} people deserve*

**Patterning:** *talking about ... with, the way they emerge ... and how the weather affects...* (parallels); *many many males* (repetition for emphasis); *people deserve ... want to know ... need to know* (contrast, develops light-hearted tone)

**Phatic speech:** *good morning, so sorry, thank you very much*

**Interactive features:** *yeah, ahh, mm, {laughs}*

**Emphatic stress:** (less dominant than Text A) name of programme, names (*Mr Downs, Flying Ant Day, Society of Biology*); adjectives (*important, extraordinary*); key verbs (*mating, building*); contributor uses more widely

**Pauses:** timed pauses may be used (ll. 1-4) to ensure presenters finish speaking just before the time signal; the contributor is less accustomed to speaking on the radio and his pauses appear in unexpected positions e.g. the middle of phrases (*the black (0.5) garden ant, with (0.5) many many males, can (0.5) mate*); again, micropauses are sometimes absent at the end of grammatical structures *why // the Society of Biology ...; ... back to you // thank you ...)*

**Adjacency pairs:** *why the Society of biology wants to find out* (complete: rhetorical question + answer); *what actually happens* (incomplete: answer lost because of bad phone connection)

**Elision:** *we'll, it's, you're, there's, I'd* (all typical of speech)

**Ellipsis:** *huge numbers of them Ø expected...; and the queens on their natural flight Ø mating*

**Normal non-fluency :** *uh, um, er, ahh* (fillers – ll.1-2 could be seen as time-filling leading up to the seven o'clock time signal); *I'd I'd, we'll we'll, to to* (unintentional repetition); *j. just, le. le. le. let's, dr. drop, w. what what, yeah so um every year ...* (hesitation); *but ah w. the line* (false start)

**Colloquial pronunciation:** *yeah*

**Colloquial usage:** *hold on a second, look, drop ... down*

**Non-standard features:** *there's ants* (non-agreement)



## ANALYSIS OF WRITTEN LANGUAGE OVER TIME

### SECTION B: TRAVEL WRITING

The ratio of the objectives in terms of weightings is:

**AO1: 2**  
(20 marks)

**AO2: 1**  
(10 marks)

**AO3: 1**  
(10 marks)

In making judgements, look carefully at the separate sheet with the marking grid, and at the Notes which follow.

NB: A reminder: AO1 has a double weighting in the assessment of this section.

Section B will be marked out of 40 marks.

This section is focused on the language of the three texts as examples of travel writing. Reward comparisons between the texts, and understanding, analysis and evaluation of the effectiveness of the writers' use of language. Knowledge of differences in language over time and the ability to analyse the changes are central, but in addition look for sensible awareness and discussion of the tenor of the extracts, the attitudes of the writers and the influence of the contexts.

What distinguishes the best answers from the competent is usually the ability:

- to compare the texts effectively
- to engage with the evaluation of the language
- to show understanding of the style and conventions of the specific genre (travel writing)
- to make a wide range of points and group them, rather than plodding through line by line
- to choose the most appropriate examples to support the points made
- to recognise and explore variations in the form and meanings of language from different times in specific contexts
- to discuss and explain language features accurately and interestingly

#### Notes:

The main focus is on the exploration of language in specific contexts from different periods, and on similarities and differences in travel writing. There are many points that could be made, and the following notes suggest just some of the possible areas of interest. They are by no means exhaustive and it is important to have an open mind – be prepared to accept other sensible arguments based on the language of the texts, and look out for evidence of the ability to apply knowledge and use analytical methods.

**Text A: A Brief and True Report of the New Found Land of Virginia, Thomas Hariot, 1588**

**Overview:** Hariot's aim is to provide objective evidence for the people who will ultimately settle in Virginia (named after Queen Elizabeth, the 'Virgin Queen'). The tenor is therefore formal and the style impersonal. Since Hariot's account also aims to promote the trading potential of Virginia, however, it can also perhaps be seen as propaganda. The effusive description of tobacco as a curative 'wonder' plant so valued by the natives that it is used to pacify or thank their gods aims to attract potential traders.

Because the primary function is informative, the language tends to be neutral, focusing on details which are observable. There is little sense of the wider landscape - the emphasis is on describing a particular natural product and its uses, and on communicating a sense of the native inhabitants. Hariot's observations are intended to inform contemporary readers, but modern readers may feel uncomfortable with the sense of colonial superiority which emerges in places. The repetition of the adjective *strange* and implicitly dismissive references to the inhabitants underline the attitudes of the period e.g. *they thinke* implies a distance between the beliefs of the writer and the native people; parallel clauses *hauing no ... neither haue they ...* and the disdainful use of *onlie* draw attention to their defencelessness, raised by Hariot as an advantage to potential settlers)

**Linguistic features of interest that could be analysed and discussed:**

**Field specific lexis:** *fume or smoke, sucking, pipes made of claie* (tobacco); *stomacke, heade* (body); *purgeth, fleame, grosse humors, pores & passages of the body, obstructiōs, health, greeuous diseases* (health); *clothed, mantles, aprons* (clothing); *bowes, arrowes, truncheons, targets* (weapons)

**Use of proper nouns:** *West Indies; Spaniardes; England*

**Terms of address:** Native Indians named indirectly (*the inhabitants; the naturall inhabitants*)

**Concrete nouns:** *herbe; leaues; pipes; mantles; arrowes* (not linked to physical place)

**Adjectives:** tend to be neutral (*naturall*) - even those with negative connotations (*superfluous, grosse, greeuous*) do not communicate a personal opinion; the tone remains impersonal except for the use of *strange* (indicating Hariot's attitude) and *so precious* (indicating the attitudes of the native people)

**Pronouns:** **first person singular** (*I*) and **plural** (*wee*) set against **third person plural** (*they; them*) to create a sense of distance)

**Stative verbs:** *is, are*

**Adverb:** *maruelously*

**Synonyms:** *a part/by it self*

**Native language:** *vppōwoc* (set against general term *herbe* and Spanish *Tobacco*)

**Noun phrases** (head in bold and modification underlined for clarity): many simple (*the **inhabitants**; the **body**; their **gods***), but some with pre-modification (*many greeuuous diseases; hallowed fires; strange gestures*) and some with post-modification (*an **herbe** which is sowed ... & is called; a **people** clothed with loose mantles ...; some **armours** made of stickes wickered together ...); several are compound (*superfluous **fleame** & other **grosse humors**; no edge **tooles** or **weapons** of yron or steele to offend ...*) **Verb phrases:** dominated by **present tense** (*is; hath; call*); **present perfective** (*haue ... beene*); **passive voice** (*is sowed ... is called; being dried ... brought*); **subjunctive** (*if any be ...* i.e. hypothetical)*

**Random capitalisation:** *Tobacco; Wherupon; Deere; Witch hazle*

**Ampersand:** &

**Listing:** *being in a storme ... : so a weare for fish being newly set vp ...: also after an escape of danger ... (asyndetic); stamping ... dauncing, clapping ... holding vp ... & staring vp ... vttering ... and chattering (syndetic verbal nouns); ... of Witch hazle ... of reeds ... of wood ... of barcks*

**Repetition:** *they cast*

**Antithesis:** *superfluous fleame & other grosse humors ... preserued in health* **Long compound-complex sentences** (verbs underlined and conjunctions in bold for clarity): *The leaues ... being dried **and** brought ... they use to take ... by sucking ... through pipes made of ... **from whence** it purgeth ... openeth ... **by which meanes** the vse ... not only preserveth ... **but** also **if any** be, **so that** they haue not beene ..., ... breaketh them ...*

### Historical/archaic aspects of language used:

#### Spelling:

**Extra final -e:** nouns (*herbe, storme*); verbs (*beene, thinke*); adjectives (*grosse*)

**Doubling:** *seuerall, wee, vppon, naturall, vntill*

**Single consonant:** *maners*

**Omission of medial -e:** *wherby, Wherupon, sometime*

**Omission of final -e:** *diuers*

**i/y interchange:** *claie, pacifie, yron, onlie*

**u/v interchange:** *diuers, maruelously* (medial); *vse, vp*, (initial)

**Use of the tilde (˜) to indicate a following nasal 'n' or 'm':** *obstructiõs* (obstructions), *heaue˜s* (heavens)

**Inconsistencies:** *sometime/somtime; powder/pouder*

**Other spellings of interest:** *stomacke, humors, greeuous, amongst, dauncing, barcks*

#### Lexis:

**Archaic words:** *humors* ('the 4 chief fluids of the body in ancient physiology', now obsolete), *fleame* ('phlegm', one of 4 humours), *weare* ('fence or enclosure for catching fish'), *mantles* ('loose sleeveless cloak', 'outer garment'), *edge tooles* ('implement with a sharp cutting edge' e.g. knife or sword), *thereof, whence, wherewithall, therewith, therein, therewithal*, (formal/archaic)

**Semantic change:** *offend* (transitive verb 'to attack or assault', obsolete), *truncheons* (noun 'cudgel', archaic), *targets* (noun 'shield', historical), *wickered* (verb 'to fit or cover', obsolete)

#### Grammar:

**Archaic present tense third person inflection:** *groweth, preserueth, breaketh*

**Compounded words not amalgamated:** *a part, it selfe*

**Negatives:** inverted form (*know not*) rather than with auxiliary 'do' (i.e. 'do not know'); *neither know they*

**Archaic use of prepositions:** *escape of danger* ('from'), *speake a word or two of* ('about')

**Adverbial modifier often precedes verb modified:** *are notably preserued, are oftentimes afflicted, are maruelously delighted*

**Long compound-complex sentences with many relative clauses:** *which is sowed ... & is called; where it groweth* (i.e. 'in which'); *by which meanes ...; wherby* (i.e. 'by which') *their bodies ...; Wherupon* (i.e. 'in consequence of which') *sometime they make ...*

#### Punctuation:

Use of **colon** where we would use full stops - with following capital (... *vppówoc: In the West Indies ...*) and without (... *neither know they how to make any: those weapõs that they haue, are ...*)

## Text B: *Travels through France and Italy*, Tobias Smollett (1766)

**Overview:** Smollett combines physical description of the places he passes through with an explicitly subjective account of his own personal experience. Where Text A is impersonal, the language here is clearly coloured by Smollett's particular viewpoint. His quarrelsome attitude can be seen in the negative connotations of much of the lexical choice – perhaps reflecting his jaded state of mind (his health was poor and he was still grieving for the death of his only child). The letter is full of close observation and satiric comment on the inns he stays in.. Smollett is a disillusioned traveller and the tone of his letter is jaundiced.

### Linguistic features of interest that could be analysed and discussed:

**Proper nouns:** places (*Perugia, Camoccia, Ancisa, Florence*); rivers/lakes (*Thrasimene, Arno*); painters (*Guido, Raphael, Pietro Perugino*); derogatory reference to the Khoikhoi people of southwestern Africa (*Hottentot*)

**Concrete nouns:** linked to location (*city, hill, fountains, churches, banks, lake, river*); inns (*cabaret, chamber, bed-cloaths*); travel (*coach wheels, carriage, chaise, ferry-boat, people (servant)*)

**Abstract nouns:** linked to emotional response (*disappointment, vexation, fatigue*); sense of jeopardy (*risque, accident, danger, difficulty*)

**Personal pronouns:** repetition of **first person singular** (*I*) and **plural** (*we*)

**Positive adjectives:** linked to Perugia (*considerable, elegant, handsome, valuable, beautiful, excellent*)

**Negative adjectives:** all linked to inns (*miserable, musty, dismal, dirty, filthy*)

**Dramatic verbs:** *devoured, suffered, flew off*

**Stative verbs:** *is, was, were, are*

**Time references:** noun phrases (*the whole day and night, The fifth night, all the nights we had hitherto passed, This forenoon, another night*); prepositional phrase (*above two hours, at six*)

**Noun phrases** (head in bold and modification underlined for clarity): provide lots of information and most are modified (*a small **village**, a light **chaise**; the **neighbourhood of Ancisa**, the **accommodation of travellers**); many are long with both pre- and post-modification (*a considerable **city**, built upon ... adorned with ...; a beautiful **piece of water**, above ... having ... abounding ... **Predicative adjective phrases (complements):** many modified (**comfortable** in comparison to this, which we suffered ...; **dismal and dirty** beyond all description; **filthy** enough to turn the stomach ...; **productive of much** disappointment ...)**

**Verb phrases:** **simple past** for recounting events (*passed, was, flew off, determined*);

**simple present** to describe location (*is*) or recurrent events (*are shut, are kept*); **past**

**perfective** for completed events in the past (*had ... known, had ... passed*); **passive**

to create a sense of events being out of Smollett's control (*were obliged, were detained, was shut*)

**Modal verb phrases** communicate: ability (**could not have beheld**, **could not transport**);

obligation (**should be obliged**); **Prepositional phrases:** emphasis on location (*at the post, on the banks of the lake, at a place called ..., in a musty chamber, at a small village*) and time (*above two hours, at six*)

**Idiom:** *turn the stomach*

**Patterning:** contrast (*were comfortable ... suffered*); tripling (*The house ... the bed-cloaths ... the victuals ...*); listing (*much disappointment, danger, vexation, and fatigue*)

**Sentence structure:** long sentences with a heavy weight of subordination e.g. the opening sentence contains 7 subordinate clauses - 5 non-finite (*being ... to stay ... built ... adorned ... containing*) and 2 relative (*which is ... who was ...*)

**Parenthesis:** provides additional information e.g. the post modified noun phrase *a beautiful piece of water ...above ... having ... abounding ...*; post-modifying relative clauses *where we were fain ... which had never known ...*

**Marked sentences with fronted adverbials:** *The fifth night ... ; This forenoon ...*; many are long and contain several subordinate clauses: *There being ...; Understanding that ... are shut ... that are kept ... and that to reach ... it was necessary ...*

### **Historical/archaic aspects**

**Spelling:** *antients, risque, bed-cloaths*

**Archaic lexis:** *post* ('a fixed place on a road for changing horses', historical), *coach* (a private carriage, historical), *chaise* (a travelling carriage, historical), *muleteer* (a mule-driver); *abounding*; *fain* ('compelled', archaic); *hitherto* (formal/archaic); *victuals* ('food'); *lay/lying* ('to lodge, or pass the night', archaic) **Low frequency lexis:** *acclivity*

**Loan words:** *cabaret* ('tavern', from the French *cabaneret*) **Semantic change:** *relays* (originally 'a supply of horses to relieve others on a journey'); *post*; *Hottentot* (old name for the Khoikhoi from the Dutch, now considered offensive); *chamber*

**Archaic grammar:** *beheld* (past participle, now only literary/biblical)

## Text C: *New Europe*, Michael Palin (Phoenix, 2008)

**Overview:** Palin's travel writing communicates his personal passion for the places he visits. His aim is to inspire curiosity and the desire to travel in his readers. Although we have a clear sense of his presence, the voice which emerges is far less opinionated than that of Smollett. He focuses on local produce, on the landscape and on the people he meets – even using direct speech to give the inhabitants a voice. The style is less formal than the earlier texts and there is an underlying humour which sets Palin's writing apart from both Hariot's and Smollett's. Alongside this lightness of tone, there are, however, also references to wider and more serious issues e.g. smuggling, the rapid expansion linked to tourism, the importance of conservation.

### Linguistic features of interest that could be analysed and discussed:

**Proper nouns:** places (*Istria, Tuscany, Mirna valley, Italy, Istrian*); language (*Italian*); people (*Damir, Zdravko*); dogs (*Betty, Dick*); crew (*Nigel, Pete, John, J-P*); dog breed (*Labrador, Retriever*); brand (*Guinness*)

**Concrete nouns:** *truffles, tuber, soil, roots; crops, hills, forest, saplings, minerals, rivers; towns, golf courses*

**Abstract nouns:** linked to emotional response (*disappointment, concern*); linked to wider issues (*profits, licence, concern, ecosystem*)

**Lexical set:** *truffles, an unprepossessing, misshapen off-white tuber, truffle-hunting, black truffles, the highly prized Istrian whites*

**Personal pronouns:** **singular** (*I*) and **plural** (*we*) **first person;** **third person singular** (*He - Zdravko*) and **plural** (*they*)

**Positive adjectives:** *famous, sedate, timeless, thick; Lovely, lively; highly prized; delicate, unspoilt, unpolluted*

**Negative adjectives:** *unprepossessing, misshapen*

**Stative verbs:** *is, are, has not been*

**Idioms/multi-word verbs:** contribute to informal tone (*a building spree; nose out, off we go, hare around, buy up*)

**Terms of address:** first names for local people (*Damir, Zdravko*); first names (*Nigel, John*) and abbreviated names (*Pete, J-P*) for crew; derogatory *cowboys* for unlicensed truffle-hunters (negative connotations)

**Attitudes:** *Apparently, honestly* (adverbs); *worry* (verb); *a bit of a shock* (noun phrase); *disappointment* (noun)

**Elision:** *He's, they're, can't, Damir's* (informal – closer to speech than Texts A and B)

**Noun phrases** (head in bold and modification underlined for clarity): often long containing a lot of information with both pre- and post-modification (*an unprepossessing, misshapen off-white tuber which grows ... and which is considered so good to eat that men risk ... to smuggle ...; a sedate and timeless landscape that reminds ... with crops growing and small towns growing ...*)

**Predicative adjective phrases (complements):** *famous for its truffles; so good to eat that men risk ...; famous for them*

**Verb phrases:** **simple present** for describing existing conditions (*is, grows, drive*); **present perfective** for past event with present relevance (*has not been obligatory*); **present progressive** for a current event with ongoing relevance (*'s ... not expecting*); **passive** (*is considered*); **modal** (*can't disguise, can't find - ability*)

**Prepositional phrases:** place (*in the soil around tree roots; across national borders; from deep-red earth; In the Mirna Valley*); time (*at four, until nine; For the last two years*)

**Syntax:** mix of sentence structures with some simple (*Istria is famous ...*;

*Their other concern is ...*), but most are complex (*Dick and Betty hare around ... like children let out of school*) or compound-complex (*the truffle is ... which grows ... and which is considered so good to eat that men risk ... to smuggle ...*)

**Fronted coordinating conjunctions:** again link to informal tone and emergence of personal voice (*And Istria is ...; But the two most important members of the expedition are ...; So off we go ...; And, of course ...*)

**Fragments:** enhances sense of spoken voice (*Truffles, that is ...; a bit of a shock here ...; And, of course ...*)

**Parenthesis:** adds additional information - description of people (*a tall, rangy old hippy ...; who has a ruddy, outdoor complexion*); Palin's reaction to the dogs' names; reference to the crew accompanying Palin, Damir and Zdravko; Italian for 'truffle'

**Patterning:** tripling (*'part nutty, part mushroomy, part sweaty sock'; come in ... buy up ... smuggle ...*); parallels (*sedate and timeless; crops growing ... small towns growing ...; wears ... and carries ...; plenty of black truffles, but few of the highly prized Istrian Whites ...; Truffles thrive ... they need ...*); listing (*a tall, rangy old hippy with a Goatee beard, Guinness baseball cap, ex-army jacket ...; Betty, Dick, Damir ...; Nigel, Pete, John ...*)

**Marked themes:** place (*In the Mirna valley ...*); character of dogs (*Lovely, lively dogs that they are ...*); attitude (*Apparently ...*); time (*For the last two years ...*)

**Figurative language:** similes (*like a rifle; like children*); idiomatic verb *hare* (i.e. 'like a hare')

**Humour:** the guidebook definition (adjectives *nutty* and *mushroomy* set against noun phrase *sweaty sock*); the ambiguity of the pronoun *them* – it could be an anaphoric reference to *Truffles* or *sweaty socks*; the listed noun phrases creating an affectionate caricature of *Damir*; the elliptical sentence (*a bit of a shock ...*) linking the dogs and Palin's aunt and uncle; the whimsical French spelling of *folklorique* and the disjunct *Apparently* – Palin's romantic illusions have been shattered: the verb *to nose out* (associated with traditional postcards) is set against the more direct *to eat*; the final tongue-in-cheek reference in the list of names (*Uncle Tom Cobley and all*)

**A2 ENGLISH LANGUAGE      LG4 Sections A and B Assessment Grid**

<b>Band</b>	<b>Marks</b>	<b>AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.  Weighting: 20 marks</b>	<b>AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.  Weighting: 10 marks</b>	<b>AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.  Weighting: 10 marks</b>
<b>1</b>	<b>0-10</b>	Attempts to communicate some knowledge of methods of language study. Limited use of terminology to support, more frequent at the top of the band. Frequent lapses of clarity and accuracy in written expression, with limited success at organising material, particularly towards the bottom of the band.	Some understanding of concepts and issues, with some attempt to discuss. Some support offered, less towards the bottom of the band. May have difficulty in exploring concepts and issues. Some knowledge of linguistic approaches, less limited at the top of the band.	Limited understanding of the influence of contextual factors. Attempting some analysis, towards the top of the band, but with limited evaluation and comments, particularly limited towards the bottom of the band. Showing limited knowledge of key constituents, and offering little support for points made.
<b>2</b>	<b>11-20</b>	Basic knowledge of methods of language study, becoming adequate towards the top of the band. Able to use some linguistic terms with some accuracy, but often with errors, especially at the bottom of the band. Often sketchy or uneven in structure; better organised at the top of the band. Straightforward language, becoming more complex at the top of the band.	Inconsistent towards the bottom of the band but shows a basic understanding of concepts and issues, becoming adequate at the top of the band. Reasonable attempt to discuss, but with limited perception, especially towards the bottom of the band. Able to apply some knowledge of linguistic approaches, most usefully towards the top of the band.	Inconsistent attempt to analyse and evaluate, but offering reasonable comment on contextual factors at the top of the band. Tendency to generalise. Some illustration of points, more limited towards the bottom of the band. Some knowledge of key language constituents applied, more evident at the top of the band.
<b>3</b>	<b>21-30</b>	Competent knowledge of methods of language study, becoming secure at top of band. Sound use of appropriate terminology, becoming more competent through the band. Expression generally accurate, controlled and coherent, though more straightforward at the bottom of the band. Sensible organisation of material.	A sound understanding of a range of concepts and issues, with a sound ability to analyse. Sensible and often insightful discussion and explanation, particularly towards the top of the band. Clear and increasing competence through the band in exploring issues and applying knowledge of linguistic approaches.	A solid attempt to analyse and evaluate, becoming increasingly skilled towards the top of the band. Sound application of knowledge of key constituents, though less confident towards the bottom of the band. Able to focus clearly on language in context, and to illustrate relevantly.
<b>4</b>	<b>31-40</b>	Sophisticated and thorough linguistic knowledge, confidently applied, with increasing insight. Accurate and full use of terminology in support of interpretations. Written expression confident, fluent, and accurate, with appropriate linguistic register most apparent towards the top of the band. Effective organisation of material.	Sophisticated and confident understanding of concepts and issues. Detailed, increasingly perceptive exploration, discussion and analysis. A high level of knowledge of linguistic approaches, with consistent support, most aptly applied at the top of the band.	Analysis and evaluation at a sophisticated level. Confident awareness of subtleties and a clear overview. Increasingly able to make precise points and to illustrate them concisely. Able to demonstrate a thorough knowledge of key constituents of language.





WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)